



DELMAE ELEMENTARY

1211 S. Cashua Drive
Florence, SC 29501

GRADES K-4 Elementary School

ENROLLMENT 639 Students

PRINCIPAL Roy Ann Jolley 843-664-8448

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	62	24	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004	Good	Average	No

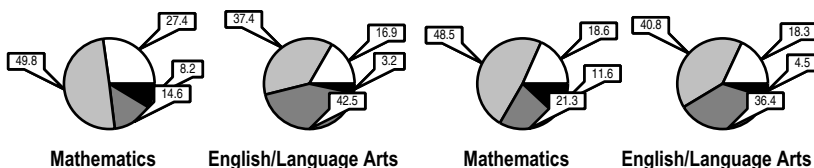
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

47.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	248	99.2	16.1	37.8	42.9	3.2	63.6	Yes	Yes
Gender									
Male	129	98.5	18.9	37.8	40.5	2.7	59.5		
Female	119	100.0	13.2	37.7	45.3	3.8	67.9		
Racial/Ethnic Group									
White	132	99.2	9.2	36.1	52.1	2.5	75.6	Yes	Yes
African-American	94	100.0	29.3	43.9	25.6	1.2	41.5	Yes	Yes
Asian/Pacific Islanders	13	92.3	0.0	10.0	70.0	20.0	100.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	212	99.5	11.5	36.1	48.6	3.8	68.9		
Disabled	36	97.2	41.2	47.1	11.8	0.0	35.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	248	99.2	16.1	37.8	42.9	3.2	63.6		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	99.6	16.3	37.7	42.8	3.3	63.7		
Socio-Economic Status									
Subsidized meals	115	99.1	24.5	46.9	26.5	2.0	43.9	Yes	Yes
Full-pay meals	133	99.3	9.2	30.3	56.3	4.2	79.8		

Mathematics - State Performance Objective = 15.5%									
All Students	248	100.0	27.4	49.8	14.6	8.2	37.4	Yes	Yes
Gender									
Male	129	100.0	25.7	48.7	17.7	8.0	37.2		
Female	119	100.0	29.2	50.9	11.3	8.5	37.7		
Racial/Ethnic Group									
White	132	100.0	20.0	49.2	21.7	9.2	48.3	Yes	Yes
African-American	94	100.0	43.9	56.1	0.0	0.0	11.0	No	Yes
Asian/Pacific Islander	13	100.0	0.0	9.1	36.4	54.5	100.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	212	100.0	22.3	51.6	16.3	9.8	43.5		
Disabled	36	100.0	54.3	40.0	5.7	0.0	5.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	248	100.0	27.4	49.8	14.6	8.2	37.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	27.8	50.0	13.9	8.3	36.6		
Socio-Economic Status									
Subsidized meals	115	100.0	37.4	56.6	3.0	3.0	18.2	Yes	Yes
Full-pay meals	133	100.0	19.2	44.2	24.2	12.5	53.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	132	100.0	15.3	41.5	39.8	3.4	43.2
	Grade 4	128	100.0	21.1	45.6	29.8	3.5	33.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	98.3	15.2	33.0	49.1	2.7	51.8
	Grade 4	129	100.0	17.3	43.3	35.4	3.9	39.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	132	100.0	23.7	49.2	17.8	9.3	27.1
	Grade 4	128	100.0	21.9	47.4	15.8	14.9	30.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	100.0	31.6	54.4	9.6	4.4	14.0
	Grade 4	129	100.0	22.8	45.7	18.9	12.6	31.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 639)				
First graders who attended full-day kindergarten	91.8%	N/C	100.0%	100.0%
Retention rate	3.6%	Down from 4.6%	2.7%	2.7%
Attendance rate	95.7%	Up from 95.5%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%		3.1%	3.5%
Eligible for gifted and talented	14.3%	Down from 16.8%	16.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 8.5%	9.0%	8.2%
Older than usual for grade	2.3%	Up from 1.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	39.5%	Up from 38.1%	52.5%	51.4%
Continuing contract teachers	79.1%	Up from 73.8%	90.1%	87.5%
Highly qualified teachers**	96.2%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	2.9%		0.0%	0.0%
Teachers returning from previous year	77.3%	Up from 73.5%	88.7%	86.7%
Teacher attendance rate	96.6%	Up from 95.7%	95.0%	94.9%
Average teacher salary	\$37,133	Up 3.3%	\$40,908	\$40,760
Prof. development days/teacher	6.3 days	Down from 7.6 days	12.4 days	12.4 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.7 to 1	19.5 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 90.8%	90.1%	90.0%
Dollars spent per pupil*	\$4,794	Down 12.6%	\$5,759	\$6,044
Percent of expenditures for teacher salaries*	70.9%	Up from 69.0%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.6%	Up from 82.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Delmae Heights Elementary School prides itself on being a school where "Kids and Character Count!" Our staff strives for academic excellence for all students through a program of instructional excellence. This program includes both staff development and classroom instruction in the areas of ELA, Math, Science, Social Studies, and the related arts. In addition to our primary curriculum, our students are involved in enrichment opportunities in our technology and writing labs which are both taught by certified teachers, our media center resource classes, and in both our before-and after-school extended-day programs.

We placed a major emphasis on early intervention in K-2 through the implementation of Differentiated Instruction, Reading Recovery, a second grade Literacy Lab, portfolio assessments, and standards based instruction. Team collaboration and teaching enhanced instruction in our third and fourth grade classes.

We are extremely proud of our two National Board Certified Teachers and are excited about the addition of a third NBC teacher to our staff as the instructor in our science lab for the upcoming school year. Our teacher of the year, Ms. Harlana Vaughan, was also chosen as one of the top three for the district. Several staff members were recipients of grants from our own APT, the PDIRA, and the State Department of Education. We continued with the Arts in Education Grant for enhancement of our visual and performing arts programs.

Our efforts towards continuous improvement are evident in the improved ratings on our school report card where we received an overall rating of Good, improvement rating of Good (the highest in the district) and met 16 of the 17 objectives for Annual Yearly Progress.

Character truly does count at Delmae! Our school-wide character emphasis includes Character Counts Spotlights, Be Cool, service projects, Terrific Kids Program, and RIDDE (Rotarians in Drug Deterrence Education).

Parent and community partnerships are another important aspect of our school. Our SIC and APT parent groups continue to be a major part of our school-wide successes.

All of these things - instruction, extra-curricular activities, enrichment programs, parent and community involvement, and character education - all help to educate the head, the heart, and the hands of our students - while making Delmae a "Great Place to Learn!"

Roy Ann Jolley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	112	62
Percent satisfied with learning environment	100.0%	87.5%	82.3%
Percent satisfied with social and physical environment	94.7%	97.3%	83.9%
Percent satisfied with home-school relations	89.5%	91.1%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.